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ABSTRACT

This study was undertaken to determine what services were offered by college- and university-based career development center libraries and what types of library collections they made available. Brief questionnaires were sent to career development centers at 100 colleges, and 67 were returned. Information was gathered about the types of services offered, who provided library assistance, collection size and topics represented, uses of on-site computers, and workshop topics offered by the centers. Differences in the staffing of the centers and collection size are discussed. A survey was also made of users of the Career Development Center at the State University of New York at Albany to collect information about patron class standing, academic majors and minors, services patrons wanted, materials and assistance used, and student perceptions of quality of assistance. Copies of both questionnaires and tallies of the results are appended. (Contains 7 references.) (KRN)

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CAREER CENTER LIBRARIES IN COLLEGES AND UNIVERSITIES

by

Heather Brodie

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Prepared in partial completion of the requirements
of the Master of Library Science Degree
at the
State University of New York at Albany

May 1992

ABSTRACT

Although there are career development center libraries in colleges and universities around the country there is not a great deal of material on the services they offer to students. There is even less written about the materials these centers should contain to support the services offered. This study was undertaken to see what services were offered to students around this country, and what types of library collections were available in support of these services.

Although the study found that there are many similarities between the different career centers, it did reveal that there were a number of differences. The differences were primarily in the staffing of the centers, and the size of the collections. A second portion of the study revealed the services, and materials that students state that they are interested in using. It also measured how the students rated their experiences.

INTRODUCTION

A primary reason to attend college is to better prepare oneself for the challenges of the working world. The college curriculum is designed to prepare one with the knowledge they need to perform effectively on the job, but college courses do not address the problems that students face in getting into the job market. For this reason a large number of colleges have developed career development centers to assist students with choosing a career field and for helping them to find employment. Although there are career development centers in colleges around the country there is not a great deal written in the literature about the services they provide and the materials they should contain. The Career Development center at the State University Of New York at Albany was the subject of a recent seminar paper (1991), but the focus of this paper was the age of the materials in the center's collection and the duplication rate between the career development center's collection and the main library's collection. This seminar paper also studied the correlation between the majors covered by the books in the collection and the majors represented at the University as a whole.

Career Libraries are special libraries designed with the purpose of supporting the other services of the Career Development Centers and supporting the career, and job seeking activities of the student body. One problem with career libraries is clarifying exactly which services should be provided

by the career center, and how can the on site library compliment these services.

The second problem arising is how should the materials be managed. This problem stems from the nature of the materials collected. The career development center library is primarily composed of time sensitive materials in vertical file collections, and other types of collections . There are relatively few books in the collection. This material does not lend itself easily to the traditional methods of cataloging, and without much material written on the topic the individual library is left to itself to arrange the books, and other collections as they feel is most suitable. At the career Development Library at the State University of New York at Albany there have been various efforts in the past to find a user friendly system of cataloging since the center is not a part of the University's Online Catalog.

The focus of this study is to see what services and materials Career Development Centers around the country provide for their students. One hundred colleges and universities were contacted to take part in the study. Every state was represented. The second part of the study is of the center here at the State University of New York at Albany. The purpose of the study at Albany is to see what services and materials the students using the center are interested in, and to see if they are satisfied with the services available to them.

In these days of recession and corporate cutbacks college

career development center's are becoming more valued than ever. There was a time where a college degree was almost a sure sign of financial success, and a majority of new graduated found jobs with ease. But the graduates of the past few years, and the graduates of the near future will not find this scenario to be the case. This year's graduates will need the services a career development center library can provide to guide them through the process of finding a job.

THE PROBLEM

Since there is a deficiency in the literature as to which services Career Development Libraries should provide, the purpose of the study was to determine what colleges and universities around the nation are providing for their student bodies. The study sought to identify and analyze what quantity of schools had independent career development center libraries, and what materials were kept in their collections. The study tried to determine what services should be expected at the average college. The aim was also to see how these centers were staffed, and by whom.

The second part of the study was aimed at finding out what services students are interested in using, what services they actually use, and how they rate the services offered to them. Students were encouraged to make suggestions as to what type of services they would like to have, but are not currently available to them.

Without clear guidelines as to exactly what services and materials a career center library should provide for its student body, individual schools are left to their own imaginations to create the center that they feel best fits their students needs. This study attempted to draw together the individual characteristics of the career center libraries around the country to see which services are available to students at the majority of colleges. It is in knowing which services are available

elsewhere that colleges can study other schools offerings and attempt to upgrade their own services to students. In the study at Albany it was hoped that the services the students were most interested in would be revealed. It was also hoped that areas where students noted deficiencies could be noted and improved.

As is true in all studies, this study had its limitations. It was impossible to collect data from all the colleges and universities in the country. So I attempted to get a broad sampling of different sized colleges and different geographic regions of the country. A second limitation is that it is difficult to ensure that people will reply to a questionnaire. In order to insure the return of the questionnaires it was felt that the questionnaires needed to be as brief as possible. An attempt was made to keep the questionnaire as brief as possible while still collecting the necessary information. This limited the amount of information that could contained on each questionnaire, and the amount of information that could be collected about each center.

It was also difficult to get students at the Albany center to fill out the questionnaires, especially at times I was not at the office. This was one of the things that I most wanted to discover, but in this regard the study failed to live up to my expectations. There seemed to be very little that could be done to coerce students to fill out the questionnaires without influencing the outcomes.

Several terms in this study have been narrowed for purposes

of the study.

The term "college" refers only to colleges of 4 or more years. All community and junior colleges were excluded from this study, because they have represented in numerous other studies, and their purposes are in many cases somewhat different from the four year college, and university. Also excluded were bible colleges, nursing and technical colleges. Extremely small (student bodies under 500 students) were also excluded.

The term "career center" is used as an umbrella encompassing all the different names each individual college used to signify its own facility. Some are called career development center, others are the office of career planning and placement, still others are the office of job placement, or career services.

REVIEW OF THE LITERATURE

Although there is mention of the importance of the career center library in many of the job seeking books currently on the market, there is very little written about what materials the career center library should contain. In searching the literature one realizes that most of the information on career center libraries focuses on the public library career center, or career centers in two year or community colleges. Because the four year college and university serve a different population this information was of mostly peripheral interest. In **Career Resource Centers** Marilyn Searson Lary gives a good general overview to what resources should be available in a career center. She said,

> A career resources center collects, organizes and provides access to as much information on general career guidance as possible and as much information as possible on specific careers...The career resources center and its staff provide as much information and guidance as possible to the job seeker or the student attempting to choose career paths.(Lary p. 501)

But unfortunately the bulk of the article focused on the unique features of the community college.

The Career Planning and Placement staff at the University of Maryland at College Park wrote **Meeting Career Needs: A Multiple Approach** which explains the different materials needed in a career library, and even explains alternate methods of displaying the materials. Although the article was not written by a

librarian, the career staff recognize the important role that the library plays saying, "The career library is the most active and often central resource in the Career Development Center." The article focusses on the need to provide more than just books. It suggests that visual displays, audio, and video tapes and interactive activities are needed to accommodate the learning needs of all students.

Catalyst published a booklet entitled Guidelines For Developing A Career Resource Library. It gives guidelines for all types of career resource libraries serving all groups and clientele. The booklet is especially good for persons setting up a carer resource library as this is its focus. It does have an appendix which gives suggestions for the types of materials that should be contained within the library's collection.

Meeting the unique concerns that face college women is the focus of **Career Centers as Women's Centers** by Marcie Schorr Hirsch and Nancy Tobin. The article focuses on the career center at Wellesley College, but gives guidelines for co-educational institutions to adapt to their own student bodies.

Putting the career center into the context of the larger college or university library is the focus of Byron Anderson's article **Working With Your College Library.** He explains how cooperation between the career development center and the college library can strengthen and enhance the information available to the students. The role of the library in assisting the career center is especially valuable when it comes to expensive

materials that the career center can not afford to buy for themselves. These include directories and other company information. These materials can be somewhat difficult for the students to use, and they may require the reference librarians assistance.

The best overall summary of what is to be expected from career center libraries was found in a career planning handbook designed for College students and recent college graduates. In Career Planning & Development for College Students and Recent Graduates the chapter **Utilizing Your Career Center Services** John E. Steele and Marilyn S. Morgan discuss what students might expect from their college's career library:

> Depending on the support provided by top college administrators, the amount of career resource materials available to students ranges from a few booklets or reference books to a well organized career resource library, staffed by professional librarians. (p. 55-56)

Their section also discusses they types of materials a collection might contain, and what services students could expect.

Although they play an essential role in the transition from college to the workforce, college career center libraries are not well represented in the literature.

RESEARCH DESIGN

In performing this study questionnaires were used to collect the data in both the survey of other colleges and in gathering the reactions of students at the center at the State University of New York at Albany. In designing the questionnaire information from readings was used, as well as knowledge gained through the experience of working in the center at the University at Albany.

The questionnaires were designed to be as brief as possible while still gathering the necessary data. It was advised that lengthy questionnaires would not be welcomed by recipients. The colleges that received questionnaires were selected at random from Peterson's Higher Education 1989. Colleges were selected to represent each of the fifty states. Extremely small colleges (under 500 students) were eliminated from the study. Also eliminated were junior and community colleges and specialty colleges such as Bible colleges.

The questionnaire was sent directly to the career development center at each of the selected colleges, if an address for it was provided. An accompanying coverletter was sent to explain the purposes of the study. Each questionnaire also included a self addressed envelope for ease of return. The coverletter and questionnaire are comprise appendix A.

The questionnaires for the second portion of the study questioned students about the available services and materials,

and their impressions of them. They were placed in a bin on the table in the center of the office with an accompanying bin for the completed questionnaire. Both bins were clearly labeled encouraging students to fill them out. The option of having students administer the questionnaires themselves was chosen because one of the hypotheses tested for was whether or not the students felt able to fully utilize the materials available in the center without reference help available. The questionnaire used at the State University of Albany career development center is available in appendix B.

The data from colleges were collected by mailing out the questionnaire and awaiting its return through the mail. The questionnaires at the center in Albany were available for students to complete from the beginning of the Spring semester until the Easter break a period of approximately twelve weeks, excluding spring break.

The data were collected and then tabulated. Percentages of persons answering the questions in the affirmative were calculated. Some of the categories have totals that add to more than 100% because respondents were permitted to answer as many as were applicable. Charts summarizing the information that was gathered from the questionnaires is available throughout the analysis section of this paper. The complete charts of the college questionnaire are available in appendix C. The complete chart of the results of the in house questionnaire are available in appendix D.

ANALYSIS

In the portion of the study involving the resources available at other colleges and universities there was a good deal of response. Sixty seven of the one hundred questionnaires were returned completed. Of the completed questionnaires these was a great deal of uniformity in the services offered by different centers around the country. All of the schools provided some on campus recruiting, and resume writing assistance to their students. Greater than eighty-eight percent of the schools provide all types of counseling for their students including assistance in choosing majors, and careers, and deciding on graduate school. As would be expected over ninety percent of schools have full time job posting, and give information on job hunting. Ninety three percent of schools prepare their students early by providing information on Internships. The two areas where the there was the least percentage of colleges providing the service was in Computerized guidance services and part time job posting (several stated it was the responsibility of another office) both were available in 73% of colleges. The one area with surprising statistics was the eighty-seven percent response rate in the category of placement services. Perhaps this high rate of response was due to a lack of standardized definition for the term. In preparing the questionnaire the term was designed to mean the placement of students into actual jobs. Respondents could have taken the term

to mean what ever they felt it meant, one respondent noted on the questionnaire that placement services and on campus recruiting were the same thing. Although perhaps it is possible that this great number of colleges does provide this type of service to student.

The following is a breakdown of the colleges answering that they offered the service to students:

Counseling	96%
On Campus Recruitment	100%
Resume Writing Assistance	100%
Graduate School Information	94%
Assistance in Choosing a Major	88%
Assistance in Choosing a career	94%
Job Hunting Information	97%
Full Time Job Posting	97%
Part Time Job Posting	73%
Internships	93%
Placement services	87%
Computerized guidance (ie Discover, SIGI PLUS)	73%

The area where the greatest deal of variability exists is in the staffing of the library. Ninety seven percent of respondents stated that they had in house libraries, of these thirty four percent of respondents stated that the library was staffed, while sixty one percent stated that the library was self help. In either case the respondents indicated the person who provided help to the patron when required. Several indicated more than one person provided patron assistance. Only three percent of libraries in the study were staffed by professional librarians, four percent were staffed by library science graduate students and another three percent were staffed by persons holding the title Career Information Specialist. The majority of respondents

selected full time career center employee as the choice of person assisting clients in the library. When indicating title most indicated that a clerical employee provides assistance, several indicated that it was the director or the assistant director and still others indicated that the counselor provided library assistance. Forty two percent of respondents indicated that work study students assisted patrons, and twelve percent indicated that graduate assistants assisted the patrons. The respondents"other" either indicated a clerical or a part time employee answered patrons queries.

Provider of assistance to patrons (may total more than 100%)

Professional librarian	3%
Career Information Specialist	3%
Full time career center employee	60%
Graduate Student in Library Science	4%
Graduate Assistant	12%
Work Study Student	42%
Other	9%

There was also a wide range of responses to the question on the number of books contained in the collection. As would be expected the book collections were relatively small. But the responses to this question revealed that the majority of colleges have considerably more than a few pamphlets and a few standard reference works. Eighty six percent responded that their collections had over one hundred books. The majority of centers do not allow the books in the collection to circulate, only 27% answered this question in the affirmative.

Number of books in collection

1-50	3%
51-100	9%
100-200	31%
200-300	22%
300+	33%

The libraries responding to the survey indicated that their book collections covered a very wide range of career related topics. The only category was not indicated by a majority of respondents was the category of scholarships. The category with the second lowest rate of response was the area of relocation information, which gathered a 64% response.

Topics represented in book collection

Choosing a major	84%
Choosing a career	96%
Books on particular careers	91%
Graduate school	88%
Resume writing	96%
Interviewing	96%
Job search techniques	98%
Self assessment tools	91%
Relocation	64%
Labor market	84%
Company information	93%
Internships	82%
Summer employment	79%
Volunteer Opportunities	82%
Scholarships	45%
Government employment	93%
State employment	67%

Two thirds of centers indicated that they subscribed to newspapers. The ones indicating the titles they subscribed to included **The Chronicle of Higher Education**, **Community Jobs**, and a wide range of state and local titles. Several of the centers said they did not subscribe to newspapers because they were

available at the main campus library. Eighty-one percent of centers indicated that they received magazines. Several responded that they only received the complimentary ones. Nearly every college listing titles responded that they received the **CPC Annual.** Other titles included **ASCUS Annual, The Black Collegian, Life After College, Career Woman, Jobs for Computer Science Graduates**, and many others. Other respondents indicated that budget cuts restricted their purchase of magazines and newspaper subscriptions.

The questions regarding how the other materials are organized revealed the uniqueness of each center. Two thirds of centers maintained vertical file collections and ninety percent of centers had binder collections. Ninety nine percent of colleges collected company recruitment literature Each center kept different materials in each collection. Some centers had job opening binders arranged by majors, others kept the job openings in vertical file collections. The same differences can be seen with recruitment literature, and occupational information. Some centers even mentioned collecting things that other centers did not collect such as information on local school districts, and etiquette and proper dress information.

As was suggested in the literature it is important to have non print materials available for students who wish to gather information through methods other than reading. Ninety three percent of colleges supply various videos to assist their students in this way.

Despite the emergence of computers in the library field, only sixty-four percent of college career centers have them available for student use. When available they perform a wide variety of functions, from interactive career guidance, to assisting students in their preparation for the GREs and other standardized tests.

Uses of on site computers

Resume writing	21%
Job Database	24%
Internship database	12%
Career guidance	46%
Government information	15%
Alumni Database	3%
Standardized test practice (LSAT, GRE, MCAT)	3%

Workshops are another area that there was great agreement was in the area of workshops. Ninety nine percent of respondents replied that workshops were presented by their centers. The most popular topics for workshops involved, as would be expected, resume writing, interviewing skills and job search strategies. Other topics were covered by varying percentages of the schools. Several schools added workshops to the list. The most popular addition was etiquette. Other additions included The geographic job search, the second interview, government employment, issues for working women, and finding internships.

Topics of workshops

Resume Writing	99%
Job Search strategies	93%
Interviewing skills	96%
Choosing a career	60%
International Careers	31%
Using campus resources	36%

Graduate school	48%
Adapting to the work force	37%

In answering the questions about services involving alumni sixty percent stated that they had alumni career networks in place for students to use for informational interviewing. Several others indicated that they were in the process of setting up a network, or had tried unsuccessfully. Ninety four percent of the schools still offer services to their alumni, although a few only offer limited services.

This study revealed a great deal of similarity in the services offered to the students in college around the country. The variability comes in the materials available supporting these services, and in the organization of this information.

The Career Development Center at the State University of New York at Albany provides a wide range of career services for its students and alumni. The center provides counseling services, on campus recruiting, internship guidance, and resume critique services. The library serves to complement these services as well as to serve as a clearing house for current job openings. Students use the career library to research the companies that are participating in on campus recruiting. They also use some materials to further the exploration activities that the career counselors have suggested.

The library has a collection of over 350 books, vertical file collections of job openings, company information, and career information. It also has a collection of loose leaf binders

containing current articles on career topics, internships, and part time jobs. There is also a career binder series and a number of binders that have been sent by companies as well as a company looseleaf service.

Past career development librarians have suggested that patrons have difficulty accessing the information available in the library when there is no librarian there to assist them. For this reason a new cataloging and marking system was developed and implemented at the beginning of the school year. This was one of the reasons that there was interest in studying what services, and materials the patrons used and how they felt about the ease of use. The results of this portion of the study were very disappointing. Although the office is very busy only forty one patrons filled out the questionnaire, and only one of those patrons did so at a time when there was no immediate help available. An effort was made to display the questionnaires prominently but this did not increase response. It was felt that the patron would fill out the questionnaire to improve the service, and to make comments, but this apparently was not the case. Perhaps the problem is that most of the persons using the career development center are seniors, grads and alumni who feel that they will get a job expeditiously and then have no further need for the center and hence no need to suggest areas for improvement.

The information from the questionnaires was collected and showed that a broad sample of students are using the career

development center. As expected a small portion of the students using the center are freshmen and sophomores, as these students probably are not yet thinking of careers, and are in most cases not yet eligible for the internships offered. The breakdown of patrons by class standing is as follows:

Freshmen	2%
Sophomore	7%
Junior	22%
Senior	29%
Graduate	22%
Alumni	5%

The results also showed that the majors and minors of the students were well spread among the universities offerings. This dispels the notion that career centers are only for business majors.

Major

Accounting	5%
Art	2%
Biology	5%
Business	5%
Communications	5%
CSI/Math	7%
Economics	5%
English	10%
Finance	2%
Liberal Studies	2%
Library Science	2%
Math	2%
MIS	2%
Political Science	2%
Psychology	5%
Public Affairs	5%
Religion	2%
Science Education	2%
Social Studies	2%
Sociology	7%
Spanish	2%

Minor

Africana Studies	2%

Business	7%
Economics	2%
Education	5%
English	2%
History	5%
Italian	5%
Philosophy	5%
Political Science	2%
Psychology	10%
TEOSL	2%
Theater	2%
Urban Planning	2%
Women's Studies	2%

The services that the patrons were interested in using were well spread among the services offered. They are not only interested in the one to one services offered by the other office employees (counseling, and resume assistance), but they are interested in doing their own career research with the library materials.

Services patron was interested in using (results total >100%)

Job Openings	56%
Scholarships	20%
Company Information	38%
Interviewing Information	27%
Graduate School Information	44%
Choosing a career	29%
On campus recruiting	27%
Internships	34%
Resume writing	34%
Choosing a major	2%

Many students indicated that they were interested in using the various different collections that are available in the library. It appears that the students are aware of the different materials that are available in the different collections, and appear to be using them. Two areas where it appears that students may not be aware of services available to them is in the low rate of response in the categories of New York State Job Service, and

Government Information computers. In these two cases the students may not know that the service is available, as the two programs do not have computers which are dedicated to these two programs.

Materials Used

Books	49%
Books on careers	37%
Books on job hunting	26%
Books on company information	20%
Guides to graduate school	7%
Vertical Files	29%
Careers	24%
Company information	20%
Job openings	20%
Magazines	17%
Binders	37%
Company information	27%
Career information	15%
Internships	24%
Internship Computer	15%
U.S. Government Computer	2%
New York job service	2%
Newspapers	2%
Bulletin Board Information	5%

A primary motivation for completing this study was to determine the satisfaction of users of the library at times when no reference help is available. It was the initial plan to compare the data of users of the library at times when the library is staffed, to the data of users of the library at times when the library is unstaffed. This was to determine whether or not patrons were fully able to use the library on their own. But

unfortunately only one patron filled out the questionnaire at a time when no staff member was available to assist them. Several conclusions could be drawn about this fact. Perhaps other staff members helped patrons at times when the career librarian was not on duty. Or perhaps patrons were simply more likely to fill out questionnaires when they knew that people were watching them. Because of the fact that only one patron filled out the questionnaire when no help was available it is impossible to come to any conclusions about the ability of patrons to use the library resources themselves. Unfortunately the totals in the sections of this question do not match up to total 100%. It may be assumed that some patrons found the services required without asking for assistance at the desk.

Assistance Available

Found assistance at reference desk	68%
Found services desired	54%
Unable to find information required	7%
Unable to find someone for assistance	2%

The final two sections on the questionnaire were designed to determine the patrons feelings about the quality of the reference help they received as well as the rating of their career development center experience overall. The majority of respondents expressed a satisfaction with both the quality of the help and the career services in general.

Quality of help

Superior	29%
Good	46%
Average	12%
Poor	0%
Received no assistance	2%

Rating of Career Development Center Experience Overall

Excellent	17%
Very Good	41%
Good	22%
Average	12%
Poor	2%
Very poor	0%

The survey of the career center at the University at Albany shows that the students seem to be utilizing the services and materials available to them, with some of the students utilizing several of the services available. The study also indicated that the students are utilizing the wide range of library materials that are available to them. The only areas where it appears that the students may be underutilizing the services is in the low use of the New York Job Service Computer, and the government information computer. The study also seems to indicate that students are pleased with their experience at the career development center.

CONCLUSION

The first part of the study found that there was a great deal of uniformity in most of the services that centers provided for their students. The study seemed to find a core of services that could be expected at nearly all of the schools. A few centers did provide a number of unique special services to their students, but very few centers responding to the survey failed to provide a large number of the typical services. The study also found that the overwhelming majority of respondents had career libraries, and there was a general consensus on the materials these libraries contain. The areas where there was a great deal of variability in the results was in the staffing of the library. Over half of the libraries were unstaffed, with patrons needing to ask another employee for assistance. The staffed libraries were managed by a wide variety of employees with a range of titles. Only two were staffed by librarians, although a number of other schools indicated in comment areas that they felt that they needed a professional librarian at least half time to properly manage the collection. The study also showed that the library collections were a range of sizes, but typically contained materials on many of the same topics. In addition to book collections many of the libraries had magazine, newspaper, vertical file, and binder collections.

The first part of the study succeeded in its aim of gaining a sense of what is offered by other colleges and universities.

The second part of the study was not quite as successful. The focus of the study was to gauge what material the students used and how they evaluated them. It did succeed in this endeavor. It also was to have given an indication of which services the students would like to see in the future, as many of the students using the center are underclassmen and would be around to see their suggestions implemented. It was also designed to see if students could use the books without reference assistance. The usability of the books had been a concern in past years, so this year a new cataloging and coding system was implemented. It was hoped that by this study some feedback on its usefulness could be determined. Unfortunately the results of this portion of the study were dismal. Relatively few students filled out the questionnaires. Those who did fill the forms out rarely left comments or suggestions.

So few students filled out questionnaires at times the library was not staffed that it is impossible to glean anything useful about the success of the new cataloging system. It could be that students were able to use it with such ease they felt there was no need to comment or it, or it could be that they were so discouraged that they simply gave up and left.

It was encouraging to see that the students do utilize a wide range of the services and materials, and they seem generally pleased with their experiences.

RECOMMENDATIONS FOR FURTHER STUDY

In a study of this kind it would be impossible to completely understand the services offered at other colleges, and to truly get a sense of all the materials they have. In performing this study I kept the questionnaire as brief and simple as possible to encourage its return. In a further study it would be interesting to study a small number of centers even more closely. Several of the colleges responding to my study sent additional information to clarify the answers in the questionnaires. Much of this additional information was very interesting and brought out the uniqueness of each center. Studying a few centers in depth would present a model to other centers and give them suggestions for changes or new services.

Studying the reactions of the patrons at the career center here at SUNY Albany also is a useful endeavor. Gathering materials is only half of the task, they serve little use if the patron does not know about them or cannot find them when desired. Personal interviews may prove more successful than self administered questionnaires in gathering this type of information.

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APPENDIX A

Cover Letter Sent with Questionnaire

Box 3305 Freedom Quad
University at Albany
Albany, NY 12222

Dear Career Development Professional:

As a candidate for a Master's degree in Library Science I am required to conduct a study on some aspect of library service. As a Graduate Assistant in the Career Development Center at the State University of New York at Albany I have become very interested in the services that colleges and universities provide for easing their students into the world of work. There is very little in the literature about this essential service. For this reason I have decided to study not only my own career development center, but also other centers around the country. It is my hope that by learning what services other centers provide I will be able to help my center improve its services to students.

I am asking for your assistance in this endeavor. By completing the enclosed questionnaire you will provide me with valuable data for my report. Please feel free to enclose any pamphlets you have describing your services to students. If my results are of interest to you, feel free to indicate this and I will send you a copy of my results.

I thank you in advance for your assistance.

Sincerely,

Heather Brodie

APPENDIX A

Career Center Questionnaire

Which of the following services are available at your career center? (Please check all that apply)

_____Counseling
_____On Campus Recruitment
_____Resume Writing Assistance
_____Graduate School Information
_____Assistance in Choosing a Major
_____Assistance in Choosing a career
_____Job Hunting Information
_____Full Time Job Posting
_____Part Time Job Posting
_____Internships
_____Placement services
_____Computerized guidance (ie Discover, SIGI PLUS)
_____Other (please list)
_____
_____
_____

Does your center have a library? yes_____ no _____

Is the library staffed_____ or is it self help?_____

Who provides reference assistance to patrons?

_____Professional librarian
_____Full time career center employee (please indicate position)
_____
_____Graduate Student in Library Science
_____Graduate Assistant
_____Work Study Student
_____Other(Please Specify)_____

Approximately how many books does the library contain?
1-50_____ 51-100_____ 100-200 _____ 200-300_____ 300+_____

Do the books in your library circulate? yes_____ no_____

Which of the following topics are covered by the books in the career library?

_____Choosing a major
_____Choosing a career
_____Books on particular careers
_____Graduate school
_____Resume writing
_____Interviewing
_____Job search techniques
_____Self assessment tools
_____Relocation
_____Labor market

_____Company information
_____Internships
_____Summer employment
_____Volunteer Opportunities
_____Scholarships
_____Government employment
_____State employment

Does your center subscribe to any newspapers? yes_____ no____

Which titles? _____
_____

Does your center subscribe to any magazines? yes_____ no_____

Which titles?_____
_____

Do you maintain a vertical file collection? yes_____ no_____

What materials are kept in the vertical files?_____
_____
_____

Do you maintain any looseleaf binders? yes_____ no_____

Which topics are covered by the binder collection?
_____
_____

Do you have a video collection? yes_____ no_____

Do you collect company recruitment literature and annual reports?
Yes_____ no_____

Do you have any computers in the center for student use?
yes_____ no_____

Which of the following are the computers used for?
_____Resume writing
_____Job Database
_____Internship database
_____Career guidance
_____Government information

Does your center hold workshops? yes_____ no_____

What topics do the workshops cover?
_____Resume Writing
_____Job Search strategies
_____Interviewing skills

_____Choosing a career
_____International Careers
_____Using campus resources
_____Graduate school
_____Adapting to the work force

Do you have an alumni network that current students can use for informational interviewing? Yes_____ no_____

Can alumni continue to utilize your services? yes_____ no_____

Please use this space for additional comments

_____

APPENDIX B

Career Development Center Questionnaire

___Freshman ___Sophomore __Junior ___Senior ___Graduate
___Alumni

Major_____ Minor_____

Is this your first visit to career development? ____Yes ____No

Services you are interested in using?

___Job Openings
___Scholarships
___Company Information
___Interviewing Information
___Graduate Schools
___Choosing a Career
___On Campus Recruiting
___Internships
___Resume Writing
___Choosing A Major

Which materials did you use?

___Books
___Books On Careers
___Books on Job Hunting
___Books on Companies
___Guides to Graduate School
___Binders
___Company Information
___Careers
___Internships
___Other
___Vertical Files
___Careers
___Company Information
----Job Openings
____Magazines
____Internship Computer
____U.S. Gov't Computer
____Newspapers
____Bulletin Board

What were your impressions of the CDC?

___I found help at the reference desk
___I found the services I required
___I was unable to find the information I sought
___There was no one available at the desk to answer my questions

If you received help please rate the quality of the help

____Superior - much better than expected
____Good - better than expected - very helpful
____Average - as expected - helpful
____Poor - worse than expected - not helpful - needs improvement

Please rate your experience at the CDC

____Excellent
____Very Good
____Good
____Average
____Poor
____Very Poor

APPENDIX B

Please use this space for suggestions, ideas, and comments.

APPENDIX C

PART I

Percentage of Respondents
Answering the Question in the Affirmative

Services available	
Counseling	96%
On Campus Recruitment	100%
Resume Writing Assistance	100%
Graduate School Information	94%
Assistance in Choosing a Major	88%
Assistance in Choosing a career	94%
Job Hunting Information	97%
Full Time Job Posting	97%
Part Time Job Posting	73%
Internships	93%
Placement services	87%
Computerized guidance (ie Discover, SIGI PLUS)	73%
Centers with libraries	97%
Staffed libraries	34%
Self help libraries	61%
Provider of assistance to patrons (may total more than 100%)	
Professional librarian	3%
Career Information Specialist	3%
Full time career center employee	60%
Graduate Student in Library Science	4%
Graduate Assistant	12%
Work Study Student	42%
Other	9%
Number of books in collection	
1-50	3%
51-100	9%
100-200	31%
200-300	22%
300+	33%
Books allowed to circulate	**27%**
Topics represented in book collection	
Choosing a major	84%
Choosing a career	96%
Books on particular careers	91%
Graduate school	88%

APPENDIX C

Resume writing	96%
Interviewing	96%
Job search techniques	98%
Self assessment tools	91%
Relocation	64%
Labor market	84%
Company information	93%
Internships	82%
Summer employment	79%
Volunteer Opportunities	82%
Scholarships	45%
Government employment	93%
State employment	67%
Centers with Newspaper Subscriptions	67%
Centers with Magazine Subscriptions	81%
Centers with Vertical File Collections	67%
Centers maintaining looseleaf binder collections	90%
Centers with video collections	93%
Centers collecting company recruitment literature	99%
Centers with computers for student use	64%
Uses of on site computers	
Resume writing	21%
Job Database	24%
Internship database	12%
Career guidance	46%
Government information	15%
Alumni Database	3%
Standardized test practice (LSAT, GRE, MCAT)	3%
Centers holding workshops	**99%**
Topics of workshops	
Resume Writing	99%
Job Search strategies	93%
Interviewing skills	96%
Choosing a career	60%
International Careers	31%
Using campus resources	36%
Graduate school	48%
Adapting to the work force	37%
Available alumni network for informational interviewing	60%
Services available to alumni	94%

APPENDIX D

PART II

State University Of New York at Albany
Career Development Center Questionnaire Responses

Class Standing

Freshmen	2%
Sophomore	7%
Junior	22%
Senior	29%
Graduate	22%
Alumni	5%

Major

Accounting	5%
Art	2%
Biology	5%
Business	5%
Communications	5%
CSI/Math	7%
Economics	5%
English	10%
Finance	2%
Liberal Studies	2%
Library Science	2%
Math	2%
MIS	2%
Political Science	2%
Psychology	5%
Public Affairs	5%
Religion	2%
Science Education	2%
Social Studies	2%
Sociology	7%
Spanish	2%

Minor

Africana Studies	2%
Business	7%
Economics	2%
Education	5%
English	2%
History	5%
Italian	5%
Philosophy	5%
Political Science	2%
Psychology	10%
TEOSL	2%
Theater	2%

Urban Planning	2%
Women's Studies	2%
Initial Visit	
yes	17%
no	61%
Services patron was interested in using	
Job Openings	56%
Scholarships	20%
Company Information	38%
Interviewing Information	27%
Graduate School Information	44%
Choosing a career	29%
On campus recruiting	27%
Internships	34%
Resume writing	34%
Choosing a major	2%
Materials Used	
Books	49%
Books on careers	37%
Books on job hunting	26%
Books on company information	20%
Guides to graduate school	7%
Vertical Files	29%
Careers	24%
Company information	20%
Job openings	20%
Magazines	17%
Binders	37%
Company information	27%
Career information	15%
Internships	24%
Internship Computer	15%
U.S. Government Computer	2%
New York job service	2%
Newspapers	2%
Bulletin Board Information	5%

APPENDIX D

Assistance Available

Found assistance at reference desk	68%
Found services desired	54%
Unable to find information required	7%
Unable to find someone for assistance	2%

Quality of help

Superior	29%
Good	46%
Average	12%
Poor	0%
Received no assistance	2%

Rating of Career Development Center Experience Overall

Excellent	17%
Very Good	41%
Good	22%
Average	12%
Poor	2%
Very poor	0%